



FEDERAL GRANTS AND RESOURCES
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
Project Dates: July 1, 2011 to June 30, 2012

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$ 250,120

SECTION I - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Genesis School, Inc.		COUNTY-DISTRICT CODE 048-905	
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Kevin Masters	ADDRESS 3800 E. 44th Street	CITY, STATE, ZIP Kansas City, MO 64130	
E-MAIL ADDRESS Kevin.masters@kcpd.org	TELEPHONE NUMBER 816-234-5063	FAX NUMBER 816-234-5013	
NAME OF GRANT CONTACT Pamela L. Pearson	ADDRESS 3800 E. 44th Street	CITY, STATE, ZIP Kansas City, MO 64130	
E-MAIL ADDRESS ppearson@genesisschool.org	TELEPHONE NUMBER 816-921-0775 ext. 110	FAX NUMBER 816-921-4268	
NAME OF LEA TURNAROUND OFFICER (If known) Dr. Philip Hickman	ADDRESS	CITY, STATE, ZIP	
E-MAIL ADDRESS philiphickman@genesisschool.org	TELEPHONE NUMBER X-142 816-921-0775	FAX NUMBER	

SECTION II - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/district must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- Report to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services:

- The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE <i>K. E. Pastors</i>	DATE 6/7/2011
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative) <i>[Signature]</i>	DATE 6/7/2011

SECTION IV. - LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Two Implementation and Administration budgets for all building and district activities.

YEAR TWO SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction <i>1003 (g) SIG</i>		\$89,496		\$26,974	\$19,583	\$18,054		\$154,107
1200 Supplemental Instruction (Title I) <i>1003 (g) SIG</i>								
2100 Non Instructional Support Services <i>1003 (g) SIG</i>								
2210 Professional Development <i>1003 (g) SIG</i>	\$65,000			\$26,013	\$2,000			\$93,013
2600 Planning and Evaluation <i>1003 (g) SIG</i>								
3000 Parent Involvement <i>1003 (g) SIG</i>				\$3,000				\$3,000
Program Costs Subtotal <i>1003 (g) SIG</i>	\$65,000	\$89,496		\$55,987	\$21,583	\$18,054		\$250,120
Indirect Costs								
Administrative Costs <i>1003 (g) SIG</i>								
ADMINISTRATIVE COSTS SUBTOTAL <i>1003 (g) SIG</i>								
GRAND TOTAL <i>1003 (g) SIG</i>	\$65,000	\$89,496		\$55,987	\$21,583	\$18,054		\$250,120

SECTION IV. – LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction		4				
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Curriculum & Instructional Coach Specialist	1					
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer/Principal						0
TOTAL	1	4	0	0	0	0

SECTION V. - SCHOOLS TO BE SERVED

The LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					TU	RE	CL	TR
<i>Genesis School</i>		X			X			

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE (COPY AS NEEDED)

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

Budget Codes	Related Strategies and Activities
1100 Instruction	Computerized Assessment Tools: SRI, Fast Math, Read About, Odysseyware, NWEA, K–8-grade teachers, two - Virtual Academy Program teachers, two- special education teachers, NWEA assessment, Virtual Academy Director
1100 Instruction 1003 (g) SIG	Computerized diagnostic assessment tools: Lexia Reading, Symphony Math for RTI, Study Island, curriculum and instruction director, three paraprofessionals, planners for students, a new curriculum and resources in Communication Arts and Mathematics, technology equipment (e.g., clickers, projectors, document cameras and smart boards) and Power School Data Management system
1251 Supplemental Instruction(Title I)	Hire a reading and mathematics specialists
2100 Non Instructional Support Services	Three licensed clinical social workers, parent liaison, director of community and parent involvement, speech therapist, art therapy teacher, athletic director, IT support staff and intervention specialist (PBIS & Character Plus)
2100 Non Instructional Support Services 1003 (g) SIG	Hire 4 paraprofessionals to assist classroom teachers
2210 Improvement of Instruction Services (Professional Development)	Continued education classes for staff, professional development: differentiated instructional strategies, DOK/Rigor, Co-teaching, Data Analysis, implementation training of PBIS and Character Plus, stipend for after-hours training for teachers
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	Professional development in Response to Intervention, leadership training for the implementation of the turnaround model, training to effectively implement the teacher evaluation, training on how to utilized MAP data to make data-driven decisions, integration of technology in the classroom – clickers/smart boards, registration fees and travel to attend trainings, materials and supplies for training to improve student achievement
2620 Planning, Research, Development, and Evaluation Services	Evaluation of MAP data through the state-wide piloted growth model and value-added model
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG	School-wide data tracker system to capture weekly and quarterly assessment data of student achievement utilizing the instructional leadership team to help monitor the progress of the turnaround model
3000 Parent Involvement	Transportation and babysitting services for parents to attend parenting workshops and meetings, videos, food for workshops
3000 Parent Involvement 1003 (g) SIG	Offering workshops and training for parents, guest speakers and incentives for parents' involvement to help support increase student achievement and attendance
Administrative Costs	Salaries of the executive director, director for education/principal, business accounting manager, registrar/core data specialist and administrative assistant for director for education/principal

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (CCP / AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
GENESIS SCHOOL					048-905-6980/2910/1945			
Year Two 2011-12	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	\$540,822		\$105,164	\$30,000	\$5,000			\$680,986
1100 Instruction 1003 (g) SIG		\$89,496		\$26,974	\$19,583	\$18,054		\$154,107
1251 Culturally Different Instruction(Title I)	\$86,955		\$17,391					\$104,346
1251 Culturally Different Instruction(Title I) 1003 (g) SIG								
2100 Support Services - Pupils		\$296,670	\$55,242					\$351,912
2100 Support Services – Pupils 1003 (g) SIG								
2210 Improvement of Instruction Services (Professional Development)				\$25,000				\$25,000
2210 Improvement of Instruction Services (Professional Development) 1003 (g) SIG	\$65,000			\$26,013	\$2,000			\$93,013
2620 Planning, Research, Development, and Evaluation Services				\$15,000				\$15,000
2620 Planning, Research, Development, and Evaluation Services 1003 (g) SIG								
3000 Parent Involvement 1003 (g) SIG				\$3,000				\$3,000
Administrative Costs	\$154,473	\$128,898	\$56,674					\$340,045
1003 (g) SIG Subtotal	\$65,000	\$89,496		\$55,987	\$21,583	\$18,054		\$250,120
Grand Total	\$847,250	\$515,064	\$234,471	\$125,987	\$26,583	\$18,054		\$1,767,409

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION (COPY AS NEEDED)

LEA/DISTRICT/BUILDING NAME GENESIS SCHOOL		COUNTY-DISTRICT - BUILDING CODE 048-905-6980/2910/1945
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries Curriculum and Instruction Coach/Specialist		\$65,000.00
6100 Subtotal		\$65,000.00 ✓
6150: Non-Certificated Salaries Paraprofessional Paraprofessional Paraprofessional Paraprofessional		\$22,374.00 \$22,374.00 \$22,374.00 \$22,374.00
6150 Subtotal		\$89,496.00 ✓
6300: Purchased Services - Reading Plus with training (25 licenses @ \$680 = \$17,000 and training @ \$1,000) - Registration, training and guest speakers on Differentiated Instruction and Response to Intervention - Professional development training in "How to teach reading." – Pathways to Reading - Workshops, guest speakers and trainers to work with parents - Character Plus - Professional development training: Integration of Technology in the classroom - Reading A-Z: K – 12 projectable resources (10 subscriptions @ \$79.95 = \$799.50) - Razkids: K – 6 reading books and complete online quizzes (10 subscriptions @ \$79.95 = \$799.50) - Enchanted Learning teaching reading on-line subscription (3 years at \$125.00 = \$375.00)		\$18,000.00 \$ 7,006.10 \$12,500.00 \$ 3,000.00 \$ 6,000.00 \$ 7,506.50 \$ 799.50 \$ 799.50 ^{800.00} \$ 375.00 ✓
6300 Subtotal		\$ 55,986.65 55,987 ✓
6400: Materials/Supplies - Supplemental balance-literacy curriculum: differential reading sets for 10 classrooms - Professional development resources: RTI and Data driven decision (i.e. video, books, manuals, etc.) - Spirit SD CD Listening Center with 6 headphones (10 classrooms @ \$168.88 = \$1,688.80) - Digital Headset (50 sets for testing @ \$8.99 = \$449.50) - Headphones for classroom computers (45 headsets @ \$9.88 = \$444.60) - Supplemental math and communication arts center kits (10 classes @ \$1,400)		\$ 3,000.00 \$ 2,000.00 \$ 1,688.80 \$ 449.50 ⁶⁰ \$ 444.60 \$ 14,000.00
6400 Subtotal		\$ 21,802.90 21,583 ✓
6500: Capital Outlay - Document Cameras (10 classrooms @ \$699) - 3 Smart Boards @ \$2,500 - Epson Powerlite Wall-Mounted, Ultra Short Throw Projectors – 3 classrooms @ \$1,185)		\$ 6,999.00 \$ 7,500.00 \$ 3,555.00
6500 Subtotal		\$ 18,054.00 ✓
TOTAL		\$250,120.00 ✓

SECTION VII. – NARRATIVE

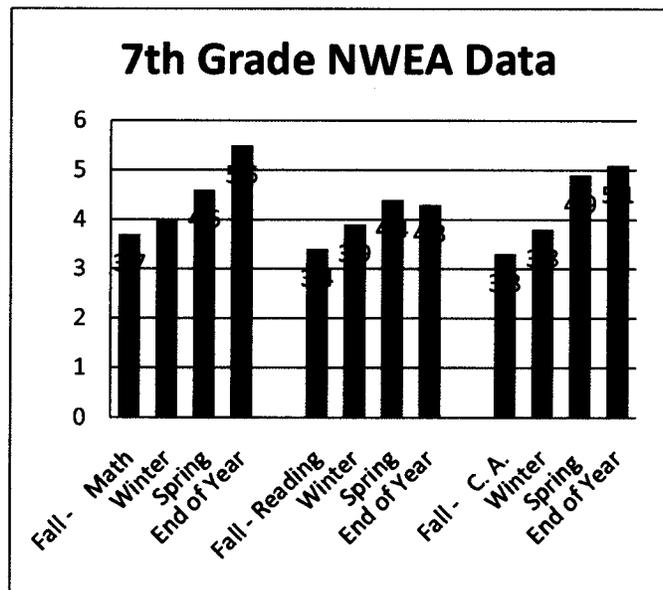
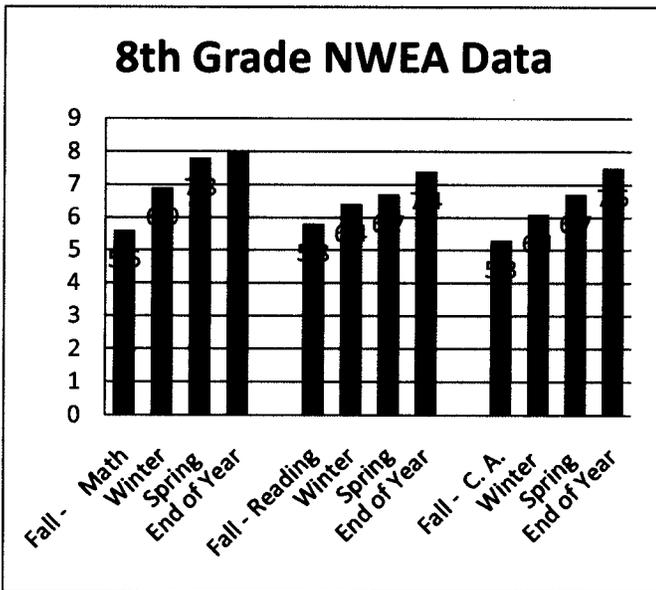
SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

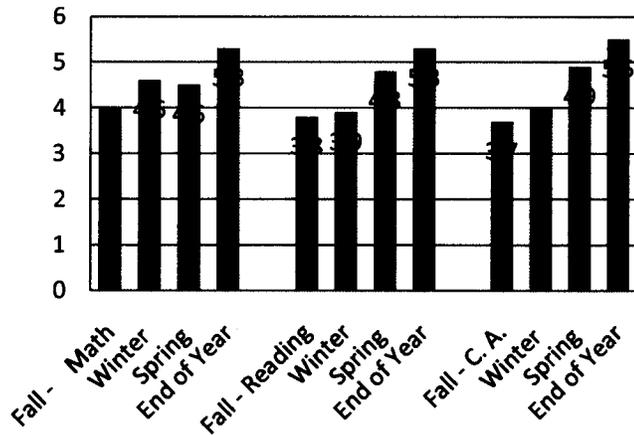
- 1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;

The interventions described in this section will discuss the documented progress Genesis has made to meet the objectives identified the first year of the School Improvement Grant. The five goals discussed are: student performance; highly qualified staff; facilities, support, and instructional resources; parent and community involvement; and governance.

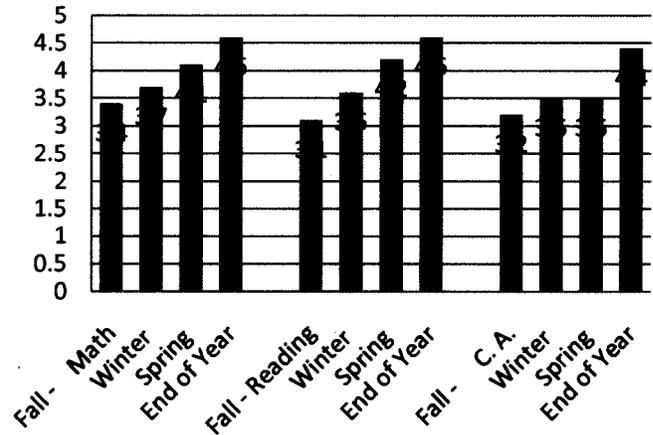
Student Performance: in the area of student achievement, Genesis did expand to 1st grade through 4th grade identifying our school as a 1st through 8th grade school. Each grade level was given the Northwestern Assessment Evaluation Quarterly Benchmarking Assessment (NWEA) to monitor their progress as well as the Scholastic Reading Inventory (SRI). With respect to student performance, the NWEA results below indicate that students have demonstrated growth in the areas of communications arts and mathematics. For example, from the table below the 8th graders have made tremendous growth in communication arts and mathematics. We have not received our Missouri Assessment Program (MAP) scores, but we anticipate that the results will demonstrate students' growth in both areas.



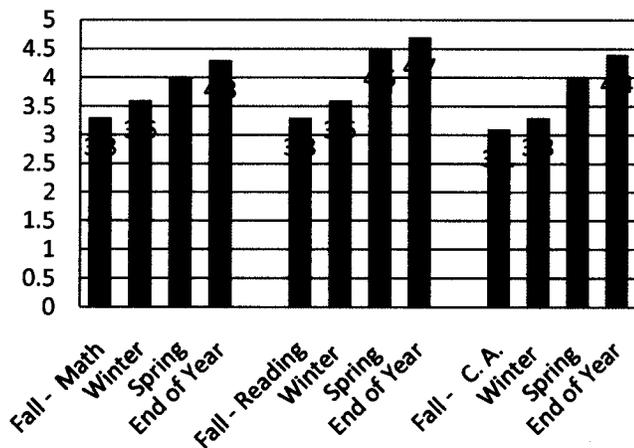
6th Grade NWEA Data



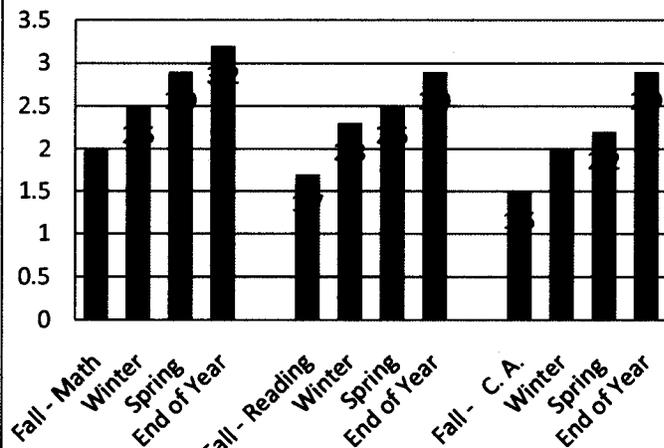
5th Grade NWEA Data



4th Grade NWEA Data



3rd Grade NWEA Data



Based on Study Island results, Genesis has 20 students scoring at the proficiency level. Once the MAP results are released, Genesis will do an analysis to compare if Study Island is a great predictor to how well students perform on the MAP Assessment.

Similarly, student attendance has improved as well. Genesis average daily attendance (ADA) for 2010 – 2011 is 90.1% which is an increase compared to 2009 – 2010. After reviewing the monthly attendance, January and February months were our lowest due to the extreme weather and frigid temperatures. We recognized that we did not reach our goal of 93%, but we are working hard to help parents see the importance of their child attending school regularly.

In regards to enrollment, Genesis maintained over 75% of the students enrolled throughout the school year. This was a major accomplishment for Genesis compared to the previous years when it was the opposite. Genesis contributes its success to the new leadership, implementation of the Response to Interventions support and resources, improved attendance, students and families buy-in, high-qualified teachers, embedded professional development, instructional

leadership data team, our sponsors support and school improvements funds to provide the necessary resources for the classroom. Through the turnaround model, Genesis has proven that by having the right leader, the right process and structure and staff, student's achievement is inevitable to improve.

Highly Qualified Staff: Genesis did hire an effective Turnaround leader, Dr. Philip Hickman, to serve as its new principal. His expertise, experience and depth of knowledge have proven to be a major asset to Genesis success in improving student performance. Dr. Hickman comes from Joliet, Illinois where he was trained as a turnaround specialist. His wealth of knowledge regarding Response to Intervention (RTI) and successful research-based instructional strategies allowed Genesis to progress at a faster rate when it came to implementation. As for the teaching staff, Genesis hired nine (9) of the ten (10) teachers from Teach for America. One hundred percent (100%) of the teaching staff meet the highly qualified teacher (HQT) requirement of the ESEA's NCLB amendments. Over the course of the school year, two - Teach for America teachers resigned and were replaced by non-Teach for America teachers as well as one of the rehired teachers. For the upcoming school year, over 70% of the teaching staff will be returning for the 2011 – 2012 school year. Based on the MOSIG Observation Evaluation conducted by an independent consultant hired by MOSIG, the results are:

MOSIG Classroom Observations Results	Evaluation Percentage Level
Learning Objectives: Learning objectives were made clear, understood by students and used to guide the lesson.	98%
DOK and Rigor: Tasks emphasized higher-order thinking and the lesson resulted in student learning.	88%
Engagement: Teacher and students focused on the lesson and actively participated in the learning.	93%
Content: The content and delivery of the lesson addressed State GLEs and important learner outcomes.	96%
Classroom Management: The teacher maximized learning and positive behavior through the arrangement of the classroom and the use of effective classroom management strategies.	99%
Assessment: Teachers effectively assessed student learning before, during and at the end of the lesson.	93%
Instruction: The instructional strategies facilitated learning for most students	97%

Source: MOSIG Evaluation Report conducted by Ms. Gloria Henry, 63 observations

Facilities, Support, and Instructional Resources: Genesis is committed to providing a safe, secure, and nurturing learning environment. Overall, the Genesis facility is in excellent shape and well maintained. During the school year, Genesis developed a risk assessment checklist to evaluate the policies and procedures as well as their implementation. Throughout the school year, the Board of Directors and administration has reviewed and made changes to the board policies and procedures to make sure they aligned with the new changes regarding personnel roles, data usage and review and student achievement. The new principal, Dr. Hickman along with the Executive Director, works in collaboration with other

administrators and staff to effectively implement the existing and new policies and procedures. The Board of Directors will approve their last round of final changes to the policies and procedures at the end of this month, June. The instructional leadership team in conjunction with the Intervention specialist will work together to develop a quarterly monitoring checklist in August to guarantee implementation is effective and consistent.

In regards to creating a learning environment that supports students learning and positive youth development, Genesis has completed the first year of planning of the Positive Behavior Intervention Supports (PBIS). As part of our planning, Dr. Hickman introduced the 4 "R's" system by Ray Corssini, in which our school wide PBIS system is developed around RESPECT, RESPONSIBLE, RESOURCEFUL AND RESPONSIVE. Genesis has developed a common language and lessons around these 4 "R's" when teaching appropriate replacement behavior. Not only do the teachers implement the 4 "R's" but the clinical social workers use in their daily counseling session with students. On Fridays, we recognize students from each grade level who have demonstrated one of the 4 "R's" throughout the school year. We have seen a drastic change in classroom behavior. Based on need, Genesis added a math specialist along with the current reading specialist to help support the implementation of the Response to Intervention (RTI). The new principal, Dr. Hickman is highly trained in Response to Intervention (RTI). In Illinois where he came from, RTI has been adopted statewide and has been mandated for the last year 3 years. His expertise in RTI has helped Genesis to implement a highly functional support process for student academics and social needs. Through this process, teachers and the instructional leadership team analyze individual student data to determine instructional needs and provide targeted instruction. The teachers, specialists and paraprofessionals receive professional development training in how to effectively implement targeted instruction. Computer aided software, such as Lexia Reading, Symphony Math and Study Island are also utilized in conjunction with direct instruction by highly qualified staff. Genesis contributed its improvement in student achievement in communication arts and mathematics to the effective implementation of RTI model. In addition, Genesis continues to maintain and improve its Virtual Academy to maintain the academic support services for students who need alternative placements.

Parent and Community Involvement: Through Genesis's transformation from an alternative school to a full-service, Grades 1–8 school, outreach efforts to parents and families have expanded with the help of Local Investment Commission (LINC) Caring Community School Initiative. At the August parent orientation, we had 100% participation. This was a major accomplishment with all of the changes made in such a short amount of time. Genesis started in June, during enrollment, communicating to parents the importance of parent involvement. Throughout the school year, various workshops and training have been offered to parents to help improve their child's academically and socially. Genesis offered training such as reading and math strategies and activities they can do at home with their child and time management for establishing study and reading time at home. Three times during the school year, Genesis provided students with books they could take home to read with their family members. Parent-teachers' conference participation was over 70% for the first quarter, but

dropped off to below 30% during the 2nd and 3rd quarter due the extreme weather conditions. As a staff, Genesis is brainstorming on how do handled the parent-teachers conferences during the winter months. As a way to help improve student performance, Genesis in March of 2011 provided 10 families with laptops pre-loaded with Lexia Reading, Symphony Math and Study Island for students to work on at home with their parents. We brought families in and trained them on the different types of computer programs their child was using during RTI and after school tutoring. Of those students that participated in the pilot, 75% percent made gains in their quarterly benchmarking assessment in reading and mathematics. Genesis is currently exploring other ways to help train parents and provide resources in the home to help improve student achievement. Genesis is also in the process of moving to Power School to help provide parents with another way of keeping in contact with the school in monitoring their child academic progress and communicating with the school.

Governance: The Instructional Leadership Team was established and consists of the Principal/Director of Education, Curriculum and Assessment Director, Math and Reading Specialist and the Executive Director. This group of individuals works with the teaching staff and assist them in reviewing the NWEA/SRI/PBIS student and school-wide data, instructional strategies/resources for the 3-Tiers RTI groups, instructional delivery methods, curriculum implementation and technology integration. The instructional leadership team has been very instrumental in assisting in indentifying resources along with the teachers, curriculum development and professional development training. As the 2010-2011 school year comes to an end, the board of directors will decrease by 2 members, leaving 9 positions. The remaining board of directors have committed to the efforts of Genesis school improvement, increasing student's achievement by asking those hard questions and holding leadership accountable while providing the resources needed to achieve improvement.

2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; Genesis Professional Development plan focused areas were: 1) Curriculum Implementation, 2) Differentiated Instruction, 3) Data Analysis, 4) Positive Behavior Intervention Systems, 5) Inclusion and Co-Teaching, 6) How to teach students to Read and 7) Communicating Effectively with Parents. The administrative dashboard with leading indicators were used to measure teachers' effectiveness and proficiency to implement the objectives identified in the professional development plan. From the chart below, teachers demonstrated proficiency in using clear learning objectives to guide learning, actively engaged in learning, effective instructional strategies to facilitate student learning, effective instructional strategies to facilitate student exceeding the target set in each area. Using effective classroom management, emphasizing higher order thinking skills and making data-based decisions will be Genesis's focus for professional development for 2011- 2012 school year. The three particular teachers, struggling in classroom management and implementing effective instructional strategies, received additional support from the principal and specialists as well as a Performance Improvement Plan (PIP). This plan was developed in collaboration with the teacher to clearly identify the areas of weakness and strategies to improve.

Professional Development Leading Indicators

Indicators	Measures	Baseline 2010-2011 1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
% of classrooms using clear learning objectives to guide learning Target: 100%	Classroom Observations, ECOVE, Curriculum, Lesson Plans	96%	95%	100%	100%
% of classrooms emphasizing higher order thinking skills Target: 50%	Classroom Observations, Lesson Plans & Assessment	12%	30%	50%	55%
% of lessons with teachers and students actively engaged in learning Target: 85%	Classroom Observations, ECOVE, Lesson Plans, Curriculum	64%	68%	70%	92%
% of classrooms effectively using GLE's and important learner outcomes Target: 100%	Classroom Observations, ECOVE, Curriculum, Lesson Plans	90%	95%	95%	95%
% of classrooms using effective instructional strategies to facilitate student learning Target: 70%	Classroom Observations, ECOVE, Curriculum, Lesson Plan	36%	85%	85%	85%
% of teachers using effective classroom management Target: 100%	Classroom Observations, ECOVE, Classroom Referrals	70%	75%	65%	96%
% of teachers using effective classroom assessment Target: 100%	Classroom Observations, ECOVE, Curriculum Audit	60%	75%	80%	92%
% of data teams at proficient level in making data-based decisions Target: 100%	Classroom Observations, ECOVE, Curriculum	50%	70%	70%	95%

3) Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

Challenges: The challenges Genesis faced were implementing a new aligned curriculum with new teachers to the profession (Teach for America) while making modifications along the way, the low reading skills of students (especially in the area of phonics, word attack and comprehension), the new structure for professional development (early Wednesday dismissals) and longer days (dismissal at 4:00), training staff on how to interpret achievement data while drilling down to specific skills students needed to improve in and making classroom instructional decisions based on that data and students buy-in to the new Positive Behavior Intervention system adopted, but Genesis ACCOMPLISHED and still working to improve it despite the challenges.

Accomplishments: The list below consists of the strengths and accomplishments of Genesis program:

- New Principal with leadership experience in Turnaround

- Committed and dedicated Teacher for America instructors (6 teachers and 2 Sp. Ed.)
- Technology Integration into the classroom (Smart boards, projectors and computers)
- New and revised aligned curriculum
- Strong Data Team (i.e. – Principal, Executive Director, Math and Reading Specialists and Curriculum/Assessment Director)
- Implementation of Response to Intervention (RTI) model school wide
- 4 “R’s” – Respect, Responsive, Resourceful and Responsible (Core beliefs school wide)
- Web-based Intervention programs (i.e. – Symphony Math, Lexia Reading and Study Island)
- Training teachers to teach reading utilizing Pathways to Reading (new this year)
- Professional development every Wednesday (early release days)
- Implementation of research-based instructional methods and Depth of Knowledge/Rigor (DOK)
- Positive learning environment
- Workshops for Parents
- Positive Behavior Intervention System (PBIS)
- Professional development offered by UMKC (Sponsor)
- Quarterly benchmark system (NWEA)
- Extended day (release at 4:00 p.m.)
- Nurse on staff to dispense medication to students
- Contractual agreement with Niles Day School for Tier 3 students needing specialized program
- Recovery room supported by the License Social Workers to help students process back into the classroom
- Virtual Academy (serving students on long-term suspensions)

Genesis believes the accomplishments in the areas mention above are needed to impact and improve student's achievement and sustain it.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with your first application.

- 1) Provide a LEA/district timeline that includes specific dates for implementation of all components of the selected intervention;
- 2) Provide a timeline that is reasonable, achievable, and reflects urgency;
- 3) Provide a timeline that includes implementation and evaluation dates.

Mission Goal Alignment	Objectives	Key Strategies and Activities to be Implemented by the School	Timeline Implementation Year(s)		
			YR1	YR2	YR3
1. Student Performance	By the end of the 2012- 2013 school year, Genesis School student performance will increase by 20 percent from below basic/basic to proficient in the 2011-2012 school year and another 20 percent to proficient in the 2012-2013 school year on the MAP communication arts and mathematics assessments, after the 2010-2011 baseline year.	Teach from an aligned curriculum; use benchmark data and student samples to monitor student academic progress; extend the school day by one hour for tutoring and academic interventions; develop comprehensive evaluation system for formative and summative evaluation with technical assistance from independent evaluators; conduct formative internal evaluation for the first two years plus annual external evaluation.	X	X	X
2. Student Performance	By the end of the 2010–11 school year, Genesis School will secure 90 percent of the instructional resources necessary to implement an aligned curriculum that will be utilized by teachers in the classrooms.	Hire curriculum specialist and an external provider to support the alignment of the curriculum; secure resources; provide ongoing support to classroom teachers in the delivery of the mathematics and communication arts curriculum.	X	X	X
3. Student Performance	By the end of the 2012–13 school year, the school will use effective methods to analyze data to improve the implementation of the curriculum.	Hire data coach ; train staff in data analysis and use of data; hold regular data analysis meetings,; make instructional decisions based on data.; provide professional development to teachers on how to analyze data and re-teach standards not mastered.	X	X	X

4. Facilities, Support and Instructional Resources	By the end of 2010-2011, Genesis School will have systems in place to ensure a 93% or better student attendance.	Develop a student attendance team that comprises the Executive Director, Director for Education, Business and Accounting Manager, and Registrar.	X	X	X
5. Facilities, Support and Instructional Resources	By 2012–2013, Genesis will have a high-functioning behavioral support system that provides baseline data on student behavior incidents in 2010–2011 and results in a decrease by 20 percent in subsequent years; 2011-2012 and 2013-2013.	Implement Positive Behavior Intervention Supports (PBIS) and explore Character Plus for the 2011-2012 school year; train staff and implement (PBIS); use data to monitor discipline incidents, and conduct annual evaluation using the PBIS data analysis system.	X	X	X
6. Facilities, Support and Instructional Resources	Implement policies and procedures regarding school safety.	Provide and review safety policies, procedures and expectations with staff, parents, and students; implement and monitor; obtain annual evaluation on safety policies and procedures.	X	X	X
7. Facilities, Support and Instructional Resources	By 2012-2013 Genesis School will have a comprehensive system of academic supports for all students, especially those struggling in communication arts and mathematics.	Implement Response to Intervention (RTI) in communication arts and mathematics as the instructional model, based on student needs.	X	X	X
8. Parent and Community Involvement	By 2012–2013, Genesis parents will attend a minimum of 75 percent of parent-teacher conferences, parent meetings, and workshops.	Implement parent contract; develop and implement activities to connect families to the instructional program of the school	X	X	X

The activities listed below are developed to meet, but are not limited to, the objectives identified above. Some of the activities mentioned were successful during the 2010 – 2011 school year and will be continued as well during the 2011 – 2012 school year. All activities have been reviewed by the instructional leadership team. Based on the continuous assessment of students and program needs, adjustments will be made through the year to accommodate them.

Specifics Timeline of Activities for 2011 - 2012

May - July 2011

- Review the MOSIG Evaluation Report for 2010-2011 and begin strategizing/researching instructional practices/resources/professional development needed for 2011-2012 with teachers
- Survey students/parents and staff on the climate/culture, learning environment, instruction, support programs and leadership
- Revise the new aligned curriculum with teachers and Instructional Leadership Team
- Recruit and interview to replace teachers in 5th (Math/Science) and 8th (Comm. Arts)
- Recruit and interview to replace the Curriculum and Assessment Director with a Curriculum and Instruction Director
- Principal, Community and Parent Outreach Involvement Director Executive director (ED) spoke at the community event and school close-out activities to share academic data and recruit/re-enrolling of students for the 2011-2012 school year
- Offer summer school to students needing and wanting additional academic instruction in the areas of mathematic and communication arts/reading.

August 2011

- Review the MAP assessment data with staff and identify/develop/revise the curriculum and classroom instruction practices to address student achievement in the area of math and communication arts.
- Begin the training and data conversion to Powerschool for 2011-2012
- Orientation training for all new teaching and support staff (1st week of August)
- Full staff training to review new and revised school wide policies and procedures (2nd and 3rd week of August)
- Teacher training on the overall goals and objectives of the state standards with new aligned curriculum, technology integration (clickers), RTI and assessment benchmark system data
- Parent Orientation on the staff, school wide expectations of student/parent involvement, parent volunteer workshops/activities and school calendar
- Assess any new students enrolled for the 2011-2012 utilizing NWEA and SRI.
- Distributing the Monthly Parent Newsletter

September - December 2011

- Conduct weekly professional development training every Wednesday on data analysis and classroom instructional strategies/delivery with teachers
- Principal conduct classroom walkthroughs and feedback sessions to provide support for teachers to raise student achievement.
- Identify and secure resources needed in the classroom for instruction and RTI
- Powerschool training for Parent (system that allows parents to monitor student performance and communicate with staff)
- Conduct Parent-Teacher conferences
- Provide quarterly progress and attendance reports to families.
- Review the school-wide and individual attendance of students and meet with parents and develop a plan to get them to school
- Weekly recognition of student achievement and the 4“R’s” – Respect, Responsible, Resourceful and Responsiveness.
- Set pay-for-performance targets and implement the new incentive plan for teaching staff utilizing the MAP and quarterly NWEA data
- Conduct weekly meetings with the Instructional Leadership team.
- Conduct informal observations (2) and first semester formal teacher evaluation
- Parent meeting/workshops to review MAP data and other home-school connection activities to help their child academically/socially
- Conduct board of directors meeting to review MAP/NWEA data and the school improvement plan
- Administer the NWEA benchmark assessment to the entire school in the areas of math and communication arts
- Offer after school tutoring to students
- Distributing the Monthly Parent Newsletter
- Conduct principal observations and first semester formal principal evaluation
- Provide training and coaching support for grade-level teams and individual teachers.

September - December 2011

- Distributing the Monthly Parent Newsletter
- Conduct principal observations and first semester formal principal evaluation
- Provide training and coaching support for grade-level teams and individual teachers.
- Implement the Professional Learning Community during grade-level team meetings and professional development Wednesdays.

January - June 2011

- Identify/develop/revise the curriculum and classroom instruction practices to address student achievement in the area of math and communication arts with teachers and instructional leadership team
- Full staff training to review new and revised school wide policies and procedures (January)
- Teacher training on the overall goals and objectives of the state standards with new aligned curriculum, technology integration (clickers), RTI and assessment benchmark system data
- Distributing the Monthly Parent Newsletter
- Conduct weekly professional development training on every Wednesday on data analysis and classroom instructional strategies/delivery with teachers
- Principal conduct classroom walkthroughs and feedback sessions to provide support for teachers to raise student achievement
- Conduct Parent-Teacher conferences
- Administer the NWEA and SRI at the end of each quarter (March and May)
- Offer after school tutoring until May
- Conduct teacher and principal evaluations
- Identify staff members returning for the 2012-2013 school year (May)
- Survey students/parents and staff on the climate/culture, learning environment, instruction, support programs and leadership.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

For the 2011-2012 school year, the driving force of the 1003(g) School Improvement Grant (SIG) program will continue to be improving both academic and student behavior of our students school wide. The Response to Intervention framework (RTI) and the Positive Behavior and Intervention Supports (PBIS) models will be the primary focus while implementing scientific, research-based resources guiding the strategies in these areas. The Genesis School strongly believes that by participating in the piloted growth/value added models; this will help provide additional information to support program improvement as well as accountability. Genesis utilization of Job-embedded professional development will be provided as the instructional leadership team (i.e. – Principal, Math and Reading Specialists, Executive Director and Curriculum and Instruction Director) work side by side with the teaching staff to collect, analyzed and interpret data and make instructional decisions based on student's results. Content-based lesson plans and interventions will be developed and refined utilizing research-based best practices to evaluate students' learning and consistently monitor students' growth through differentiated practices. The PBIS team along with the instructional leadership team will also help to teachers and the staff use of data (academic and social) and the school-wide leveled color discipline system to create positive learning environments. Through the use of the SIG funds, Genesis has the capacity to support and expand the necessary human resources, external expertise for staff, and support programs to provide the services needed by our students and parents. With the use of these funds, Genesis has a curriculum and instruction director, paraprofessionals, professional development, training and resources needed to support the teaching staff and improve student's achievement.

In efforts to sustain the reform efforts of Genesis, the following actions have been taken to help it:

- *Secure public and private funding for multiple years to continue efforts such as United Way, business /foundations and grants.* For the 2010-2011 school year, Genesis raised \$125,000 with commitments for this upcoming year and future. Private funds only, Genesis raised over \$136,000 to build a new library for the school to be completed and open in August for the 2011-2012 school year.
- *Fundraising special event annually.* The special event raised over \$100,000 to help with the Genesis reform efforts.
- *Increase enrollment and restructured the various grade levels.* For the 2010 – 2011 school year, Genesis expanded and added 1st grade through 4th grade classifying it as a 1st through 8th grade school. By expanding down, Genesis is able to intervene at the younger grades while building capacity and sustainability in enrollment.
- *Collaborate with other community partnerships to secure additional funds and/or programs for students and their families.* Genesis will continue to partner with Local Investment Commission (LINC), Greater Kansas City Boys and Girls Clubs and Urban League.

By documenting and demonstrating student's improvement, Genesis is able to secure the financial support needed to continue meeting the student's academic and social needs.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

In regards to the teaching staff, the following teachers will be replaced:

- 3rd/4th Grade (Communication Arts/Social Studies) teacher was a TFA teacher and he is returning back to Minnesota
- 5th/6th Grade (Mathematics/Science) teacher resigned due to health issues
- 5th/6th Grade (Communication Arts/Social Studies) TFA teacher was released and the current 7th/8th Grade (Communication Arts/Social Studies) TFA teacher will be taking her place.
- 7th/8th (Communication Arts/Social Studies) TFA moved to another grade level leaving her position open
- Paraprofessional resigned and will be replaced

In regards to the instructional leadership, the current Curriculum and Assessment Director is being replaced with a Curriculum and Instructional Director due to the program needed and expertise going forward.